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ABSTRACT

Presented is a sample computer based resource guide on world health, part of a computer based program to assist teachers of normal and handicapped children in individualizing instruction. The guide is based on a sample request form which specifies group and individual objectives, interests, developmental tasks, reading level, mental and chronological ages, and handicaps, if any. The world health unit lists nine objectives at the elementary level and 12 objectives at the secondary level. Given for group use are one instructional objective, 16 content statements, 12 small group activities, 8 large group activities, 27 materials such as books and films, and 13 measuring devices. The individual program for the particular child listed on the request form includes 13 activities and 24 materials. An address is given for further information. See EC 051 238, EC 051 239 and EC 051 241 for related documents. (DB)

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SAMPLE

COMPUTER BASED RESOURCE GUIDE

FOR

WORLD HEALTH

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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EC 051 240E

Research and Development Complex
Faculty of Professional Studies
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

October, 1972

OBJECTIVES

070 WORLD HEALTH (Grades 4-12)

I. Objectives suggested for elementary school students (4-6)

1. To define what constitutes a world health problem.

2. To identify the enormous scope of health problems throughout the world.

5. To compile a list of selected organized efforts used to control or prevent serious world health problems.

6. To compare the relationship between the technological level of underdeveloped and developing countries with the extent and types of health problems present there.

7. To compare the relationship of the education level of underdeveloped and developing countries to the kinds of health problems in those areas.

8. To identify the need to utilize total international cooperation in raising the level of health throughout the world.

9. To identify the role of children in the world as both recipients of and participants in world health problems.

II. Objectives suggested for secondary school students (7-12)

10. To define what constitutes a world health problem.

11. To describe the extent to which world health problems exist.

12. To compare the health status of at least 10 nations to their economic and educational level.

13. To analyze selected areas of current research that have and are being done with international cooperation.

14. To analyze how the culture of different global areas directly affects the nature and extent of the health problems prevalent there.

15. To analyze what kinds of health problems exist in the world today.

16. To identify selected areas of world health problems and relate how they have been improved through international cooperation.

17. To describe major impediments that have hindered progress in solving the health problems of the world.

18. To define the roles education, economics, political standards, and cultural differences have played in the seeking of solutions to health problems.

19. To evaluate the type of health concerns that might occur as a result of advanced technology.

20. To explain the relationship between local health problems and the health concerns of all areas of the world.

21. To describe the structure and functions of the international health agencies.

INSTRUCTIONAL VARIABLES
WORLD HEALTH

General Interests (Select 3-5)

1. Philosophy
2. Psychology
3. Logic
5. Religion
6. Political Science
7. Economics
8. Law
9. Education
10. Commerce
11. Everyday Experiences
12. Folklore
13. Language
15. Chemistry
17. Mathematics
19. Anthropology
20. Biological Science
22. Agriculture
23. Domestic Science
24. Other Places
28. Creating and Construction
35. Geography
36. History
38. Social Science
41. Humanities

Sex Not Applicable

Developmental Tasks for Middle Childhood*

76. Learning to get along with age-mates
78. Developing fundamental skills in reading, writing and calculating
79. Developing concepts necessary for everyday living
80. Developing conscience, morality and a system of values
81. Achieving personal independence
82. Developing attitudes toward social groups and institutions

Developmental Tasks for Adolescents*

88. Developing intellectual skills and concepts necessary for civic competence
89. Desiring and achieving socially responsible behavior
91. Acquiring a set of values and ethical system as a guide to behavior

Reading Level (Relative to grade level - select one)

111. 4
112. 5
113. 6
114. 7
115. 8
116. 9
117. 10
118. 11
119. 12

Mental Age (Select one)

206. 9-0
207. 10-0
208. 11-0
209. 12-0
210. 13-0
211. 14-0
212. 15-0
213. 16-0
214. 17-0
215. 18-0

Chronological Age (Select one)

230. 9-0
231. 10-0
232. 11-0
233. 12-0
234. 13-0
235. 14-0
236. 15.0
237. 16-0
238. 17-0
239. 18-0

Physical Handicaps*

244. Partially Sighted
245. Deaf
246. Hard of Hearing

Learning Environment Not Applicable

* Select as many as appropriate

COMPUTER BASED RESOURCE GUIDE
REQUEST FORM

OFFICE USE ONLY

DATE RECEIVED: _____

DATE ENTERED: _____

DATE MAILED: _____

GUIDE ID: 1-070-01PD-002

Sample

SCHOOL NAME: R&D Complex

ADDRESS: _____
(Street)

ATTN: Peter Dirr
(City) (State) (Zip)

COUNTY: _____

SCHOOL DISTRICT: _____

UNIT TITLE (U) World Health UNIT NUMBER 070

PART A TEACHER NAME (T1) Sample

GROUP OBJECTIVES 2 ____ ____ ____ ____

CLASS M.A. RANGE (Please circle all those numbers which would indicate the mental age range of your class)

194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218

PART B

STUDENT NAME	INDIV. OBJ. 2 ONLY		INTERESTS	DEVELOPMENTAL TASKS	SEX	READING LEVEL	AGE MA	AGE CA	PHYS. HAND.	LEARNING ENVRMT.
Mary	7		10,11, 23-38	80, 81, 82	73	112	207	231		

F:rev. 1/72

STATE UNIVERSITY COLLEGE AT BUFFALO

PROFESSIONAL STUDIES

RESEARCH AND DEVELOPMENT COMPLEX

1300 ELMWOOD AVENUE

BUFFALO, NEW YORK 14222

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RESOURCE GUIDE - WORLD HEALTH

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SAMPLE
R & D COMPLEX
ATT PETER DIRR

LOCATION 002

SEQUENCE 01PD

TITLE - WORLD HEALTH

REQUESTOR NAME - SAMPLE

OBJ. 2

2. TO IDENTIFY THE ENORMOUS SCOPE OF HEALTH PROBLEMS THROUGHOUT THE WORLD.

CONTENT OUTLINE

5. DISEASES MAY BE PANDEMIC OR ENDEMIC AND EITHER OF THESE MAY BE IN EPIDEMIC PROPORTIONS.

17. COMMUNICABLE DISEASES WERE THE GREATEST KILLERS OF EARLY MAN. INTERNATIONAL CONTROL TODAY IS ESSENTIAL TO PROTECT THE ADVANCED NATIONS AS WELL AS THE DEVELOPING NATIONS.

19. MANY HEALTH PROBLEMS IN UNDERDEVELOPED COUNTRIES ARE DUE TO INADEQUATE EDUCATION, TECHNOLOGY, POPULATION CONTROLS AND FINANCES.

21. ONE DISEASE THAT IS BEING BROUGHT UNDER CONTROL IS MALARIA. LARGE PARTS OF ASIA, AMERICAS, AND EUROPE ARE NOW FREE OF THE DISEASE, HOWEVER IN AFRICA MORE THAN HALF THE CHILDREN UNDER 3 YEARS AND NEARLY ALL ADULTS ARE AFFECTED.

22. THERE ARE S LL ABOUT 90,000 CASES OF SMALLPOX IN THE WORLD.

23. YAWS CAN BE CURED WITH PENICILLIN. IT IS A DISEASE THAT EATS AWAY AT SKIN AND BONE TISSUE.

24. THERE HAS BEEN A RECENT FLARE-UP OF CHOLERA WHICH IS A THREAT TO EUROPE. CHOLERA IS BRED BY POOR SANITATION AND COULD PROBABLY BE ELIMINATED BY IMPROVED SANITATION THROUGHOUT THE WORLD.

25. ONE OUT OF EVERY 4 HOSPITAL BEDS IN UNDERDEVELOPED COUNTRIES IS OCCUPIED BY A PERSON SUFFERING FROM A WATER-BORN DISEASE.

26. 90% OF THE PEOPLE OF DEVELOPING NATIONS DO NOT HAVE ADEQUATE WATER.

27. WHEN A FAMILY RECOVERS FROM A DISEASE, IT CAN BECOME REINFECTED IF AN ENVIRONMENTAL FACTOR SUCH AS THE POLLUTED WATER SUPPLY HAS NOT BEEN SOLVED.

33. UNICEF S ACTIVITIES INCLUDE WORKING WITH WORLD HEALTH ORGANIZATIONS, DISEASE ERADICATION PROGRAMS, CONTRIBUTING INSECTICIDES, DRUGS, AND HEALTH EDUCATION MATERIALS, PROVIDING SKIM MILK AND OTHER FOODS TO HELP ALLEVIATE SOME OF THE NUTRITIONAL PROBLEMS OF CHILDREN, AND ORGANIZING A PROGRAM FOR TRAINING PEOPLE TO HELP OVERCOME SUPERSTITIONS RELATED TO HEALTH.

47. THE WORLD HEALTH ORGANIZATION HAS SIX REGIONAL OFFICES LOCATED THROUGHOUT THE WORLD WHICH DEAL DIRECTLY WITH THE HEALTH PROBLEMS OF THEIR REGION. THE OFFICES ARE LOCATED AT BRAZZAVILLE FOR AFRICA, WASHINGTON D.C. FOR THE AMERICAS, NEW DELHI FOR SOUTHEAST ASIA, COPENHAGEN FOR EUROPE, ALEXANDRIA FOR THE EASTERN MEDITERRANEAN, AND MANILA FOR THE WESTERN PACIFIC.

48. NUTRITIONAL DEFICIENCIES ARE A MAJOR HEALTH PROBLEM THROUGHOUT THE ECONOMICALLY DEPRIVED COUNTRIES.

49. ONE HALF OF THE WORLD S POPULATION GOES TO BED HUNGRY.

50. KWASHIORKOR IS THE LEADING DIETARY DEFICIENCY DISEASE IN THE WORLD. IT IS CAUSED BY A LACK OF PROTEIN IN THE DIET. IT OCCURS AFTER THE CHILD IS TAKEN OFF BREAST FEEDING AND IS GIVEN A DIET DEFICIENT IN PROTEIN BUT RICH IN STARCH.

51. IGNORANCE OF NUTRITIONAL REQUIREMENTS IS A MAJOR CAUSE OF KWASHIORKOR IN ASIA, AFRICA, AND OTHER UNDERDEVELOPED COUNTRIES.

SMALL GROUP ACTIVITIES

1. IF ANY CHILD HAS TRAVELED ASK HIM TO TELL ABOUT HIS EXPERIENCES IN OTHER COUNTRIES.

2. DISCUSS THE CULTURAL DIFFERENCES IN DIFFERENT COUNTRIES AND THEIR EFFECT ON THE HEALTH OF THOSE NATIONS.

3. HAVE EACH MEMBER OF THE CLASS ESTABLISH CORRESPONDENCE WITH STUDENTS IN OTHER LANDS. INCLUDE THE EXCHANGE OF IDEAS RELATED TO HEALTH PRACTICES.

4. CHILDREN OF A CLASS CAN PAINT A MURAL DEPICTING THE EVOLUTION OF HEALTH PRACTICES IN A PARTICULAR COUNTRY.

7. ASK CHILDREN TO COMPOSE A LETTER TO THE WORLD HEALTH ORGANIZATION REQUESTING INFORMATION ON WORLD HEALTH PROBLEMS AND PROGRAMS.

11. ON AN OUTLINE MAP, SHADE IN THE COUNTRIES WHERE PEOPLE LIVE MAINLY ON TUBEROUS PLANTS OR CEREALS LIKE CORN. RELATE THIS TO MALNUTRITION.

13. AS A CLASS PROJECT, HAVE CHILDREN MAKE A MAP OF THE AREAS OF THE WORLD WHERE MALARIA IS A BIG PROBLEM. INDICATE PLACES WHERE SUCESSFUL ATTEMPTS TO CONTROL MALARIA HAVE BEEN MADE. THIS COULD BE DONE FOR OTHER DISEASES.

21. HAVE STUDENTS MAKE A CHART RELATING GEOGRAPHIC CONDITIONS TO PREVALENT HEALTH PROBLEMS, EG. TROPICAL CLIMATE--MALARIA, RURAL APPALACHIA--RINGWORM.

24. HAVE DEVELOPED, EITHER INDIVIDUALLY OR AS A CLASS PROJECT, A TABLE INDICATING THE WORK OF WHO AND THE COUNTRIES IN WHICH MAJOR PROGRAMS HAVE BEEN ESTABLISHED.

25. HAVE PUPILS LIST AND DISCUSS HEALTH ACTIVITIES ON AN INTERNATIONAL COOPERATIVE BASIS WHICH WOULD FALL IN EACH OF THE 3 BASIC TASKS OF WHO WORLDWIDE SERVICES, AID TO SPECIFIC NATIONS AND MEDICAL RESEARCH.

30. LOCATE THE 6 REGIONAL OFFICES OF WHO ON A WORLD MAP AND INDICATE THE MAJOR HEALTH PROBLEMS IN EACH AREA.

32. HAVE THE CLASS INVESTIGATE AND COMPARE THE MAJOR HEALTH PROBLEMS OF CHILDREN IN GHANA OR SOME OTHER DEVELOPING NATION WITH THOSE IN AMERICA.

LARGE GROUP ACTIVITIES

1. IF ANY CHILD HAS TRAVELED ASK HIM TO TELL ABOUT HIS EXPERIENCES IN OTHER COUNTRIES.

2. DISCUSS THE CULTURAL DIFFERENCES IN DIFFERENT COUNTRIES AND THEIR EFFECT ON THE HEALTH OF THOSE NATIONS.

4. CHILDREN OF A CLASS CAN PAINT A MURAL DEPICTING THE EVOLUTION OF HEALTH PRACTICES IN A PARTICULAR COUNTRY.

9. INVITE A PUBLIC HEALTH OFFICIAL TO CLASS TO DISCUSS HOW WE DEAL WITH RAISING THE HEALTH LEVEL OF THE AMERICAN PEOPLE. INCLUDE HOW THIS DIFFERS FROM OTHER COUNTRIES, WHY COMMUNICABLE DISEASES ARE STILL A MAJOR PROBLEM IN UNDERDEVELOPED COUNTRIES AND NOT HERE, AND HOW SOME OF OUR PUBLIC HEALTH MEASURES COULD BE INSTITUTED IN OTHER COUNTRIES.

13. AS A CLASS PROJECT, HAVE CHILDREN MAKE A MAP OF THE AREAS OF THE WORLD WHERE MALARIA IS A BIG PROBLEM. INDICATE PLACES WHERE SUCESSFUL ATTEMPTS TO CONTROL MALARIA HAVE BEEN MADE. THIS COULD BE DONE FOR OTHER DISEASES.

24. HAVE DEVELOPED, EITHER INDIVIDUALLY OR AS A CLASS PROJECT, A TABLE INDICATING THE WORK OF WHO AND THE COUNTRIES IN WHICH MAJOR PROGRAMS HAVE BEEN ESTABLISHED.

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32. HAVE THE CLASS INVESTIGATE AND COMPARE THE MAJOR HEALTH PROBLEMS OF CHILDREN IN GHANA OR SOME OTHER DEVELOPING NATION WITH THOSE IN AMERICA.

MATERIALS

1. PAMPHLET ALBUM OF EUROPE 31 COUNTRIES DESCRIBED. WORLD HEALTH ORGANIZATION, 1501 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C.

2. PAMPHLET HEALTH ON FOCUS A PICTORIAL REVIEW OF THE WORLD HEALTH ORGANIZATION IN SOUTHEAST ASIA, 1968. WORLD HEALTH ORGANIZATION 1501 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C.

3. PAMPHLET WHO IN AFRICA WORLD HEALTH ORGANIZATION, 1501 NEW HAMPHIRE AVE., N.W., WASHINGTON, D.C.

4. PAMPHLET WHO AND PALEPONIA 1969. WORLD HEALTH ORGANIZATION, 1501 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C.

7. FILMSTRIP 35 FRAMES. A TRIP WITH UNICEF UNITED STATES COMMITTEE FOR UNICEF.

8. SPEAKER FROM WHO, PEACE CORPS, UNICEF OR MEDICO.

10. BOOK EATING AND COOKING AROUND THE WORLD BY ERIK BERRY, NEW YORK, JOHN DAY COMPANY, 1963. VIVID DESCRIPTION OF THE DIFFERENT WAYS IN WHICH PEOPLE OF DIFFERENT COUNTRIES PREPARE THEIR MEALS AND EAT THEM. EXPLAINS HOW DIFFERENT CONDITIONS IN EACH COUNTRY HAVE DICTATED THESE CUSTOMS. THROUGH TEXT AND PICTURES A STUDENT CAN TOUR THE PLACES WHERE PEOPLE EAT WITH THEIR FINGERS VISIT THE ESKIMO WHO HAVE LITTLE BUT MEAT AND FISH TO EAT VISIT THE CARIBBEAN WHERE PEOPLE ARE WHOLLY VEGETARIAN.

11. BOOK THE LAMP IS LIT THE STORY OF WHO BY R. CALDER. WORLD HEALTH

ORGANIZATION, 1501 NEW HAMPSHIRE AVE. N.W., WASHINGTON, D.C.

12. BOOK LET S VISIT INDONESIA BY J. C. CALDWELL, NEW YORK. JOHN DAY COMPANY, 1960. GEOGRAPHY AND UNUSUAL HISTORY OF THIS LAND OF ISLANDS. PROBLEMS OF THE YOUNG NATION ARE DESCRIBED CONFLICT BETWEEN PAST AND PRESENT GEOGRAPHY NATURAL RESOURCES. EXCELLENT BLACK AND WHITE PHOTOGRAPHS.

13. BOOK LET S VISIT THE PHILLIPINES BY J.C. CALDWELL. NEW YORK. JOHN DAY COMPANY, 1961. GEOGRAPHY, HISTORY, CLIMATE AND PEOPLE OF PHILLIPINES. LIFE OF TYPICAL FILIPINO IN CITY AND VILLAGE AND FARM. TOUCHES ON ACTIVITIES OF WORLD WAR II. GOOD PHOTOS.

14. BOOK LET S VISIT WEST AFRICA BY J. C. CALDWELL. NEW YORK. JOHN DAY COMPANY, 1959. CONCISE DESCRIPTION OF THE GEOGRAPHY AND CLIMATE OF WEST AFRICA AND ITS PEOPLE. CLEAR BLACK AND WHITE PHOTOS. GOOD BOOK FOR INDIVIDUAL REPORTS AND PROJECTS.

15. BOOK DENMARK, WONDERLAND OF WORK AND PLAY BY BERNADINE BAILEY. BRIEF HISTORY OF DENMARK PAST AND PRESENT. SCENIC TOUR. LISTS CONTRIUBTIONS IN SCIENCE, INDUSTRY AND LITERATURE. GOOD FOR BOTH SLOW AND MATURE READERS.

16. BOOK MY VILLAGE IN GREECE BY GIDAL, SONIA AND TIM. NEW YORK. PANTHEON BOOKS, 1960. CLEAR BLACK AND WHITE PHOTOS. PAST AND PRESENT LIFE IN GREECE IN DESCRIPTIVE NARRATIVE FORM BY A YOUNG BOY WHO LIVES ON ONE OF THE ISLANDS. FRIENDLY INFORMAL APPROACH HIGH INTEREST CAN BE EFFECTIVELY READ TO THE CLASS.

17. BOOK LET S VISIT INDIA BY JOHN CALDWELL. THE JOHN DAY COMPANY, NEW YORK. 1960. DESCRIBES GEOGRAPHY AND CLIMATE OF INDIA ITS HISTORY AND CUSTOMS AND PRESENT DAY PROBLEMS. WELL ILLUSTRATED WITH BLACK AND WHITE PHOTOS AND MAPS.

18. BOOK YOUNG PEOPLE OF MEXICO AND CENTRAL AMERICA BY C.R. JOY. NEW YORK, DUELL, SLOAN AND PEARCE, 1962. EIGHTEEN YOUNGSTERS IN MEXICO AND CENTRAL AMERICA TELL OF THEIR FAMILIES, CUSTOMS, EDUCATION AND OTHER ACTIVITIES. SHORT INTRODUCTIONS COVER THE HISTORY AND GEOGRAPHY OF THE AREAS. GEARED TO MATURE ELEMENTARY SCHOOLER.

19. BOOK NIGERIA BY SAM OLDEN, NEW YORK. COWARD MCCANN, INC. 1960. GETTING TO KNOW SERIES. DESCRIBES THE FOUR DISTINCTIVE REGIONS OF THIS NEWLY INDEPENDENT AFRICAN COUNTRY. ALSO, INTRODUCES THE READER TO SOME OF THE TRIBES WHO LIVE IN EACH REGION. REGIONAL COSTUMES AND DAILY LIVES ARE DESCRIBED.

20. BOOK GETTING TO KNOW THE TWO GERMANYS, SZBRA HOLBROOK. COWARD MCCANN, INC., NEW YORK. 1966. VIEW OF EAST AND WEST GERMANY AND OLD AND NEW GERMANY FROM MANY DIRECTIONS. DESCRIBES GEOGRAPHY AND HISTORY OF THE TWO COUNTRIES EMPHASIS ON DIVISION AFTER WORLD WAR II. DESCRIBES HOW FAMILIES FEEL ABOUT IT.

21. BOOK INDONESIA BY CARL TAYLOR. NEW YORK. COWARD MCCANN, INC., 1961. GETTING TO KNOW SERIES. GEOGRAPHY AND UNUSUAL HISTORY OF THIS LAND OF ISLANDS. PROBLEMS OF THE YOUNG NATION ARE DESCRIBED CONFLICT BETWEEN PAST AND PRESENT GEOGRAPHY, NATURAL RESOURCES. EXCELLENT BLACK AND WHITE PHOTOGRAPHS.

22. BOOK ENGLAND BY DREW MIDDLETON. EXCELLENT ILLUSTRATIONS WITH MAPS

AND PHOTOGRAPHS. INTRODUCTION TO ENGLAND HISTORY, POLITICS PEOPLE AND RHETORIC. TRACES EVOLUTION FROM MONARCHY TO DEMOCRACY.

23. BOOK SCANDINAVIA BY JIM WITKER. NEW YORK. COWARD MCCANN, INC., 1963. GETTING TO KNOW SERIES. READER VISITS THREE COUNTRIES DENMARK, NORWAY AND SWEDEN, DISCOVERING THE ANCIENT TRADITIONS AND MODERN WAYS WHICH THEY SHARE IN COMMON. BOOK TELLS ABOUT THE HERITAGE OF EACH COUNTRY AND GIVES DESCRIPTIONS OF ITS CUSTOMS AND PRESENT DAY LIFE. PEN AND INK ILLUSTRATIO S THROUGHOUT.

24. BOOK LET S VISIT MEXICO BY JOHN CALDWELL. THE JOHN DAY COMPANY, NEW YORK, 1965. TELLS OF PAST DISPUTES BETWEEN UNITED STATES AND MEXICO INDIAN CIVILIZATION TOURIST ATTRACTIONS SPANISH CONQUESTS CONTEMPORARY MEXICO. INTERESTINGLY AND SIMPLY WRITTEN. EXCELLENT ILLUSTRATION.

25. BOOK THE FIRST BOOK OF THE WORLD HEALTH ORGANIZATION BY SAM AND BERYL EPSTEIN. FRANKLIN WATTS, INC., 1964. BEAUTIFULLY ILLUSTRATED WITH BLACK AND WHITE PHOTOS. PURPOSE AND MISSION OF WORLD HEALTH ORGANIZATION IN SIMPLE LANGUAGE. THE READER ACCOMPANIES SOME OF THE WORLD HEALTH ORGANIZATION DOCTORS AS THEY TRAVEL ACROSS ROUGH COUNTRY IN JEEPS, SET UP CLINICS, TEACH MIDWIVES, ETC.

27. FILM ASSIGNMENT CHILDREN 20 MIN. COLOR. INDIANA UNIVERSITY AUDIOVISUAL CENTER. DANNY KAYE S WORLD TOUR ON BEHALF OF THE UNITED NATIONS CHILDRENS FUND.

28. FILM RURAL NURSE 1[illegible] MIN. BLACK AND WHITE. INDIANA UNIVERSITY AUDIOVISUAL CENTER. DEPICTS THE WORLD OF THE FIRST RURAL HEALTH PROGRAM CENTERED IN SALVADOR. SUGGESTS MANY OTHER PARTS OF THE WORLD COULD BE BENEFITED BY A SIMILAR RURAL HEALTH PROGRAM.

29. FILM SOMEWHERE IN INDIA 14 MIN. BLACK AND WHITE. INDIANA UNIVERSITY AUDIOVISUAL CENTER. SHOWS THE WHO, UNICEF AND THE INDIAN GOVERNMENT CONTROL MEASURES FOR MALARIA.

30. FILM THE CHILDREN 11 MIN. BLACK AND WHITE. SHOWS WORK BEING DONE BY UNICEF IN ALLEVIATING SUFFERING OF CHILDREN IN INDONEISA, THAILAND, AFGHANISTAN, AND INDIA. INDIANA UNIVERSITY AUDIOVISUAL CENTER.

32. FILM SOME AFRICAN DISEASES 14 MIN. COLOR. UNIVERISTY OF CALIFORNIA. BERKELEY, CALIFORNIA. UNIVERSITY EXTENSION. INCLUDES KWASHIORKOR.

MEASURING DEVICES

1. PROBLEM SOLVING SMALLPOX SITUATION
EXAMPLE THE FOLLOWING STORY IS BASED ON A TRUE STORY IN THE FIRST BOOK OF THE WORLD HEALTH ORGANIZATION.
THE NAMES OF TOWNS CAN BE CHANGED TO FIT THE SITUATION.
A YOUNG BOY, JUAN, CAME TO THE UNITED STATES TO VISIT HIS AUNT AND UNCLE IN ALBANY. HE FLEW FROM BRAZIL TO NEW YORK CITY. HE THEN RODE IN AN AIRLINE LIMOUSINE TO ANOTHER AIRPORT. HE THEN FLEW TO ALBANY WHERE HE WAS MET BY HIS AUNT, UNCLE AND YOUNG COUSINS. THEY DROVE HIM TO THEIR HOME. THAT EVENING HIS AUNT AND UNCLE INVITED ALL OF THE NEIGHBORS IN TO MEET JUAN. THE NEXT DAY JUAN WENT TO SCHOOL WITH HIS COUSIN. BY EVENING OF THAT DAY JUAN BEGAN TO FEEL FEVERISH AND VERY ILL. HIS RELATIVES WERE WORRIED BUT HESITATED CALLING THE DOCTOR THAT

NIGHT. IN THE MORNING JUAN HAD BROKEN OUT IN A RASH AND WAS VERY ILL. THE DOCTOR WAS CALLED AND WHEN HE CAME HE SAID THE BOY HAD SMALLPOX.

SUGGESTED QUESTIONS TO BE ANSWERED IN SOLVING THE PROBLEM

1. WHO HAD TO BE NOTIFIED
2. HOW COULD ALL OF THE PEOPLE WHO CAME INTO CONTACT WITH JUAN BE LOCATED
3. WHO WOULD HAVE TO BE VACCINATED
4. WHAT BUILDINGS IN TOWN COULD BE USED FOR MASS VACCINATIONS
5. WHY WOULD MANY OF THE PEOPLE ON THE PLANE FROM BRAZIL BE SAFE
6. HOW DID JUAN GET INTO THIS COUNTRY IN THE TRUE STORY THE DOCTOR IN BRAZIL HAD SIGNED JUAN S VACCINATION CERTIFICATE BUT HE HAD NOT VACCINATED HIM.
7. WHAT LAW DO WE HAVE THAT COULD HAVE PREVENTED THIS IF THE LAW HAD BEEN OBEYED

3. IF EACH STUDENT HAS ESTABLISHED A PEN-PAL FROM ANOTHER COUNTRY, AN ORAL REPORT CAN BE GIVEN ON WHAT THE CHILD HAS LEARNED ABOUT HEALTH EDUCATION AND HEALTH PROBLEMS THROUGH THE CORRESPONDENCE.

4. PROBLEM SOLVING INTERNATIONAL COOPERATION GIVE A SET OF FACTS AND ASK EACH STUDENT TO WORK OUT A SOLUTION.
EXAMPLE
THERE IS A FLOOD IN EAST PAKISTAN. MANY HOMES AND LIVES ARE LOST. THOSE WHO ESCAPED DEATH ARE BECOMING ILL.
SUGGESTED QUESTIONS TO BE ANSWERED
WHAT KINDS OF ILLNESSES WOULD BE LIKELY TO BECOME PREVALENT
WHY DO FLOODS BRING ON CERTAIN TYPES OF ILLNESSES
WHAT NATIONAL AND INTERNATIONAL ORGANIZATIONS WOULD COME TO THEIR RESCUE

5. PLAY PRESENT A PLAY ABOUT A SPECIFIC WORLD HEALTH PROBLEM.
EXAMPLE MALARIA
A PLAY ABOUT MALARIA COULD INVOLVE MANY OF THE CHILDREN AS SO MANY PEOPLE ARE INVOLVED. THE CAST OF CHARACTERS COULD INCLUDE A DOCTOR, NURSES, ENGINEERS, SPRAYING TEAMS AND LOCAL INHABITANTS. TWO TYPES OF LOCAL FAMILIES PRESENTED COULD BE ONE FAMILY WHOSE HUT IS TO BE SPRAYED REFUSE BECAUSE THEY ARE AFRAID AND DO NOT UNDERSTAND. ANOTHER FAMILY IS JUST THE OPPOSITE BECAUSE THEY ARE BETTER EDUCATED AND KNOW IT IS ESSENTIAL TO COOPERATE WITH THE HEALTH WORKERS.
EXAMPLE SMALLPOX
SUGGESTED CAST OF CHARACTERS A FAMILY IN INDIA CONSISTING OF MOTHER, FATHER, CHILD WITH SMALLPOX, SEVERAL BROTHERS AND SISTERS, A QUARANTINE OFFICER, A DOCTOR, AND NEIGHBORS WHO ARE FRIGHTENED WHEN THEY HEAR REFUSAL TO BE VACCINATED BECAUSE OF FEAR AND SUPERSTITION. A LOCAL MISSIONARY COULD PERSUADE THEM OF THE NECESSITY TO BE VACCINATED OR AS AN ALTERNATIVE ONE OF THE NEIGHBOR S CHILDREN COULD BE THE HERO. THE CHILD COULD HAVE GONE TO SCHOOL AND LEARNED ABOUT THE VALUE OF VACCINATION. ANOTHER PART OF THE DRAMA COULD BE THE CONCERN AND DESPAIR OF THE FAMILY OF THE SMALLPOX CHILD AS THEY WATCH HIM GET SICKER AND SICKER.

6. INDIVIDUAL TEACHER-STUDENT CONFERENCE ASK EACH STUDENT TO TELL THE TEACHER REASONS WHY WORLD HEALTH PROBLEMS CAN AFFECT US HERE. INCLUDE REASONS WHY WE SHOULD CARE ABOUT

PEOPLE IN OTHER LANDS.

7. PUPPET SHOW USE TWO SPECIFIC COUNTRIES TO SHOW A COMPARISON OF HEALTH HABITS. HAVE PUPPETS DESCRIBE AND SHOW HOW THEY WASH THEIR CLOTHES, DRESS, AND WHY THEY EAT CERTAIN FOODS. PUPPETS SHOULD EXPLAIN WHY THESE THINGS ARE DONE AND DIFFERENCES OF OPINION MAY BE NOTED.

8. ESSAY WRITE AN ESSAY ON THE CULTURAL CUSTOMS OF INDIA AND RELATE THIS TO THE MALNUTRITION PREVALENT THERE.

9. PAPER-PENCIL TEST SIMPLE QUESTION TYPE
EXAMPLE WHY ARE CHRONIC DEGENERATIVE DISEASES MORE OF A PROBLEM IN THIS COUNTRY THAN IN UNDERDEVELOPED COUNTRIES

10. NEW VOCABULARY TEST FILL IN THE BLANKS

EXAMPLE	DISEASES THAT ARE WORLDWIDE	P E M I C
	DISEASES THAT ARE RESTRICTED TO A SPECIFIC AREA	E E M I C
	DISEASES THAT OCCUR IN MORE THAN THE USUAL NUMBER	E E M I C
	A CONDITION CAUSED BY NOT HAVING THE RIGHT FOODS TO EAT OR NOT ENOUGH FOOD	M N T T

11. PAINTING PAINT A MURAL DEPICTING THE HEALTH PRACTICES IN A COUNTRY. EVALUATION TO BE BASED UPON THE DEGREE TO WHICH A VIEWER IS ABLE TO DESCRIBE THOSE HEALTH PRACTICES.

13. ESSAY HAVE CHILDREN WRITE AN ESSAY ON WHY THE WORLD HEALTH ORGANIZATION CONTINUES TO BE CONCERNED WITH RESEARCH ON COMMUNICABLE DISEASE. INCLUDE THE REASONS WHY COMMUNICABLE DISEASES CONTINUE TO BE A PROBLEM IN UNDERDEVELOPED COUNTRIES AND YET ARE UNDER CONTROL HERE.

14. WORLD MAP USING THE WORLD MAP INDICATE THE AREAS MOST AFFECTED BY MALARIA, MALNUTRITION, SMALLPOX, YAWS, AND ANY OTHER DISEASES DISCUSSED. COULD USE DIFFERENT COLORED PENCILS OR CRAYONS TO DESIGNATE THE DIFFERENT DISEASES.

15. PAPER-PENCIL TEST HAVE STUDENTS WRITE OUT EXAMPLES OF TASKS PERFORMED BY WHO IN THE 3 DIFFERENT CATEGORIES WORLDWIDE SERVICES, AID TO SPECIFIC NATIONS, AND MEDICAL RESEARCH.

UNIT TITLE - WORLD HEALTH

STUDENT NAME - MARY

OBJ. 7

7. TO COMPARE THE RELATIONSHIP OF THE EDUCATIONAL LEVEL OF UNDERDEVELOPED AND DEVELOPING COUNTRIES TO THE KINDS OF HEALTH PROBLEMS IN THOSE AREAS.

INDIVIDUAL ACTIVITIES

3. HAVE EACH MEMBER OF THE CLASS ESTABLISH CORRESPONDENCE WITH STUDENTS IN OTHER LANDS. INCLUDE THE EXCHANGE OF IDEAS RELATED TO HEALTH PRACTICES.

7. ASK CHILDREN TO COMPOSE A LETTER TO THE WORLD HEALTH ORGANIZATION REQUESTING INFORMATION ON WORLD HEALTH PROBLEMS AND PROGRAMS.

11. ON AN OUTLINE MAP, SHADE IN THE COUNTRIES WHERE PEOPLE LIVE MAINLY ON TUBEROUS PLANTS OR CEREALS LIKE CORN. RELATE THIS TO MALNUTRITION.

12. HAVE CLASS DO RESEARCH TO FIND OUT WHAT PLANTS AND OTHER SOURCES COULD BE GOOD SOURCES OF PROTEIN.

14. STUDENTS CAN WRITE TO MINISTERS OF HEALTH OF A PARTICULAR COUNTRY FOR SPECIFIC HEALTH PROBLEMS OF THAT COUNTRY.

18. PREPARE SIMPLE FOODS OF OTHER COUNTRIES.

21. HAVE STUDENTS MAKE A CHART RELATING GEOGRAPHIC CONDITIONS TO PREVALENT HEALTH PROBLEMS, EG. TROPICAL CLIMATE--MALARIA, RURAL APPALACHIA--RINGWORM.

23. HAVE STUDENTS COMPARE MEDICO WITH UNICEF AND WHO. THE COMPARISON MAY BE MADE USING A CHART OR GRAPH OF SERVICES RENDERED, AREAS, OR OTHER COMMON FACTORS.

24. HAVE DEVELOPED, EITHER INDIVIDUALLY OR AS A CLASS PROJECT, A TABLE INDICATING THE WORK OF WHO AND THE COUNTRIES IN WHICH MAJOR PROGRAMS HAVE BEEN ESTABLISHED.

25. HAVE PUPILS LIST AND DISCUSS HEALTH ACTIVITIES ON AN INTERNATIONAL COOPERATIVE BASIS WHICH WOULD FALL IN EACH OF THE 3 BASIC TASKS OF WHO WORLDWIDE SERVICES, AID TO SPECIFIC NATIONS AND MEDICAL RESEARCH.

30. LOCATE THE 6 REGIONAL OFFICES OF WHO ON A WORLD MAP AND INDICATE THE MAJOR HEALTH PROBLEMS IN EACH AREA.

32. HAVE THE CLASS INVESTIGATE AND COMPARE THE MAJOR HEALTH PROBLEMS OF CHILDREN IN GHANA OR SOME OTHER DEVELOPING NATION WITH THOSE IN AMERICA.

33. HAVE CHILDREN BRING IN NEWSPAPER AND MAGAZINE ARTICLES THAT DEAL WITH HUNGER AND POVERTY IN THE U.S.A. AND OTHER COUNTRIES.

INDIVIDUAL MATERIALS

1. PAMPHLET ALBUM OF EUROPE 31 COUNTRIES DESCRIBED. WORLD HEALTH ORGANIZATION, 1501 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C.

2. PAMPHLET HEALTH ON FOCUS A PICTORIAL REVIEW OF THE WORLD HEALTH ORGANIZATION IN SOUTHEAST ASIA, 1968. WORLD HEALTH ORGANIZATION 1501 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C.

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4. PAMPHLET WHO AND PALEMONIA 1969. WORLD HEALTH ORGANIZATION, 1501 NEW HAMPSHIRE AVE. N.W., WASHINGTON, D.C.

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27. FILM ASSIGNMENT CHILDREN 20 MIN. COLOR. INDIANA UNIVERSITY AUDIOVISUAL CENTER. DANNY KAYE S WORLD TOUR ON BEHALF OF THE UNITED NATIONS CHILDRENS FUND.

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31. FILM WORLD HEALTH ORGANIZATION AT WORK 11 MIN. BLACK AND WHITE. INDIANA UNIVERSITY AUDIOVISUAL CENTER.

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6. RECORDS HI NEIGHBOR SERIES. UNITED STATES COMMITTEE FOR UNICEF.

7. FILMSTRIP 35 FRAMES. A TRIP WITH UNICEF UNITED STATES COMMITTEE FOR UNICEF.

8. SPEAKER FROM WHO, PEACE CORPS, UNICEF OR MEDICO.

10. BOOK EATING AND COOKING AROUND THE WORLD BY ERIK BERRY, NEW YORK, JOHN DAY COMPANY, 1963. VIVID DESCRIPTION OF THE DIFFERENT WAYS IN WHICH PEOPLE OF DIFFERENT COUNTRIES PREPARE THEIR MEALS AND EAT THEM. EXPLAINS HOW DIFFERENT CONDITIONS IN EACH COUNTRY HAVE DICTATED THESE CUSTOMS. THROUGH TEXT AND PICTURES A STUDENT CAN TOUR THE PLACES WHERE PEOPLE EAT WITH THEIR FINGERS VISIT THE ESKIMO WHO HAVE LITTLE BUT MEAT AND FISH TO EAT VISIT THE CARIBBEAN WHERE PEOPLE ARE WHOLLY VEGETARIAN.

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19. BOOK NIGERIA BY SAM OLDEN, NEW YORK. COWARD MCCANN, INC. 1960. GETTING TO KNOW SERIES. DESCRIBES THE FOUR DISTINCTIVE REGIONS OF THIS NEWLY INDEPENDENT AFRICAN COUNTRY. ALSO, INTRODUCES THE READER TO SOME OF THE TRIBES WHO LIVE IN EACH REGION. REGIONAL COSTUMES AND DAILY LIVES ARE DESCRIBED.

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30. FILM THE CHILDREN 11 MIN. BLACK AND WHITE. SHOWS WORK BEING DONE BY UNICEF IN ALLEVIATING SUFFERING OF CHILDREN IN INDONESIA, THAILAND, AFGHANISTAN, AND INDIA. INDIANA UNIVERSITY AUDIOVISUAL CENTER.

31. FILM WORLD HEALTH ORGANIZATION AT WORK 11 MIN. BLACK AND WHITE. INDIANA UNIVERSITY AUDIOVISUAL CENTER.

32. FILM SOME AFRICAN DISEASES 14 MIN. COLOR. UNIVERISTY OF CALIFORNIA. BERKELEY, CALIFORNIA. UNIVERSITY EXTENSION. INCLUDES KWASHIORKOR.

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EVALUATION FORM COMPUTER BASED RESOURCE GUIDE

THE CONTINUED IMPROVEMENT OF COMPUTER BASED RESOURCE UNITS DEPENDS TO A GREAT EXTENT UPON YOUR ASSESSMENT OF THE PRINT-OUT YOU HAVE RECEIVED. YOUR RESPONSES TO THE FOLLOWING STATEMENTS SHOULD TAKE ONLY A FEW MINUTES TO COMPLETE. OF PARTICULAR CONCERN ARE YOUR WRITTEN RESPONSES WHICH ARE SOLICITED IN SEVERAL OF THE ITEMS.

TITLE OF UNIT USED----------

AVERAGE AGE OF CHILDREN IN CLASS----------

HAVE YOU PREVIOUSLY USED A COMPUTER BASED RESOURCE GUIDE YES---- NO----

THE CLASS CONSISTED OF PREDOMINATELY TYPICAL CHILDREN--- ATYPICAL CHILDREN----
IF ATYPICAL, PLEASE SPECIFY E.G. TRAINABLE M.R., PHYSICALLY HANDICAPPED .

PLEASE CIRCLE THE APPROPRIATE NUMBER.

	GREATLY	MODERATELY	VERY LITTLE	NOT AT ALL
1. THE COMPUTER BASED RESOURCE GUIDE AIDED ME IN PLANNING INSTRUCTIONS FOR THE STUDENTS I TEACH	4	3	2	1
2. THE USE OF THIS COMPUTER BASED RESOURCE GUIDE STIMULATED MY THINKING REGARDING NEW TECHNIQUES AND MATERIALS	4	3	2	1
3. TO WHAT EXTENT DID THE USE OF THE COMPUTER BASED RESOURCE GUIDE FACILITATE THE INDIVIDUALIZATION OF INSTRUCTION IN YOUR CLASSROOM	4	3	2	1
4. TO WHAT EXTENT DID YOUR STUDENTS REACT FAVORABLY TO THE USE OF THIS COMPUTER BASED RESOURCE GUIDE	4	3	2	1
5-10. INDICATE FOR EACH OF THE COMPONENTS LISTED BELOW ITS USEFULNESS IN PLANNING AND IMPLEMENTING INSTRUCTIONAL STRATEGIES FOR YOUR STUDENTS .				
A. OBJECTIVES	4	3	2	1
B. CONTENT	4	3	2	1

C. GROUP ACTIVITIES	4	3	2	1
D. INDIVIDUAL ACTIVITIES	4	3	2	1
E. MATERIALS	4	3	2	1
F. MEASURING DEVICES	4	3	2	1

11. DO YOU PLAN TO USE COMPUTER BASED RESOURCE GUIDES IN THE FUTURE
YES---- NO----

12. THE SECTION OF THE GUIDE MOST VALUABLE WAS TOTAL GROUP SUGGESTIONS----
INDIVIDUAL SUGGESTIONS---- NEITHER---- BOTH OF EQUAL VALUE----.

13. INDICATE THE NUMBER S OF ANY STATEMENTS YOU FOUND EXCEPTIONALLY HELPFUL
E.G. MATERIAL #136, ACTIVITY #17 .

14. INDICATE THE NUMBER S OF ANY STATEMENTS YOU FOUND TO BE TOTALLY
INAPPROPRIATE OR ERRONEOUS. PLEASE CLARIFY.

15. WHAT OTHER TOPICS WOULD YOU LIKE TO SEE IN THE FORM OF A COMPUTER BASED
RESOURCE UNIT

16. INDICATE ANY ADDITIONAL INFORMATION WHICH WE MIGHT FIND USEFUL IN IMPROVING COMPUTER BASED RESOURCE UNITS AND/OR ELABORATE ON ANY OF YOUR PREVIOUS ANSWERS. ALSO INDICATE ANY VALUABLE MATERIALS, ACTIVITIES, OR MEASURING DEVICES WHICH YOU UTILIZED WHICH WERE NOT IN THE GUIDE. PLEASE USE THE BACK OF THIS PAPER.

IF YOU WISH YOU MAY SIGN YOUR NAME

NAME ----------

ADDRESS ----------

DATE ----------

RETURN TO
STATE UNIVERSITY COLLEGE AT BUFFALO
RESEARCH AND DEVELOPMENT COMPLEX
1300 ELMWOOD AVENUE
BUFFALO, NEW YORK 14222
ATTENTION G. BIANCHI

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EDUCATION AND OTHER ACTIVITIES. SHORT INTRODUCTIONS COVER THE